



# CONNECT

**PRIMARY**

**4**

**Student's Book  
Term 1**



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LET'S REMEMBER

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## Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect Plus*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

## A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.




**Dr. Tarek Galal Shawki**

**Minister of Education and Technical Education**






# SCOPE AND SEQUENCE

## Theme 1 | discover myself

|   | Unit 1<br>I feel good<br>   | Unit 2<br>Desert animals<br>   | Unit 3<br>Why are plants green?<br>   |
|---|--|--|--|
| <b>Vocabulary</b>                         | food: <i>bananas, chicken, grapes, mangoes, milk, onions, potatoes, rice, sugar cane, watermelon</i><br>body systems: <i>breathe, diaphragm, esophagus, large intestine, liver, lungs, mouth, nose, pump, small intestine, stomach</i><br>first-aid: <i>band-aid, gloves, scrape</i> | Egyptian animals: <i>camel, crocodile, eagle, fennec fox, pelican, snake, spider, beak, feather, fur, wing</i><br>comparative adjectives: <i>bigger, faster, heavier, more beautiful, nicer, noisier, shorter, taller, thinner</i> | plants: <i>flower, germinate, leaf, pollen, root, seed, shoot, soil, acacia, bean plant, daisy, lotus flower, orange tree, reed, rose, sunflower, tamarisk</i><br>plant cell: <i>carbon dioxide, cell wall, chloroplast, oxygen, nucleus, vacuole</i><br>superlative adjectives: <i>biggest, heaviest, most beautiful, nicest, tallest</i> |
| <b>Language</b>                           | I eat vegetables and I exercise.<br>I want to play football, but I hurt my leg.<br>Prefix re-: <i>repaint, remake, redo</i><br>He repainted his house.   | Crocodiles are more dangerous than horses.<br>A camel is taller than a fennec fox.<br>An eagle is heavier than a mouse.  | The sunflower is the biggest flower.<br>What is the most beautiful flower?<br>A coconut is the heaviest seed.<br>Suffix -ful: <i>beautiful, careful, colorful, helpful, useful</i>   |
| <b>Reading</b>                            | A dialog about food; a story about friends sharing their cultures  | A dialog about animals; fact files about animals; a fiction story about animals  | A dialog about growing a tomato plant; texts about how plants clean air and water; a fiction story about a farm  |
| <b>Writing</b>                            | Instructions for making something; researching, planning and writing a presentation  | A fact file about an animal; a poster about an unpopular animal  | Explaining a process: the life cycle of a plant; a report about a plant  |
| <b>Speaking</b>                           | A presentation about a place in Egypt  | Discussion of animal facts; giving opinions; presentation of a poster  | Giving opinions; presentation of a report  |
| <b>Listening</b>                          | Interviews with children talking about their healthy routines  | A dialog about animals; a fiction story about animals  | A fiction story about a farm; the life cycle of a sunflower  |
| <b>Phonics</b>                            | long and short vowels: <i>bag, cake, mom, nose, mix, rice</i>  | sound discrimination /p/, /b/:<br><i>pear, bear, bee, pea, pin, beak, pelican, bird,</i>   | /sl/, /sw/: <i>sleep, slice, slippers, swan, sweep, sweet, swim, switch</i>  |
| <b>Life skills</b>                        | <b>Self-management:</b> eating healthily, living a healthy life  | <b>Respect of diversity:</b> recognizing differences and similarities across species   | <b>Critical thinking:</b> understanding from context<br><b>Respect of diversity :</b> appreciation of plant diversity  |
| <b>Values</b>                             | <b>Appreciation of science</b><br><b>Respect</b><br><b>Tolerance</b>   | <b>Respect</b><br><b>Tolerance</b>   | <b>Appreciation of science:</b> understanding the importance of plants   |
| <b>Issues and challenges</b>              | <b>Preventative and therapeutic health</b><br><b>Non-discrimination issues</b>   | <b>Environmental responsibility:</b> protecting our world  | <b>Environmental responsibility:</b> protecting our world  |
| <b>Integrated cross-curriculum topics</b> | <b>Social studies:</b> a healthy lifestyle<br><b>Science:</b> digestive system; respiratory system; a balanced diet<br><b>Math:</b> prime numbers  | <b>Science:</b> senses and adaptation; animals in different parts of Egypt<br><b>Math:</b> decimal fractions (2 decimal places)  | <b>Social studies:</b> pollution; Egyptian habitats for plants<br><b>Math:</b> numbers up to a billion<br><b>Science:</b> reproduction in plants; plant cell formation   |



## Theme 2 Myself and others

|   | Unit 4<br>Where do you live?<br>  | Unit 5<br>Where do you work?<br>  | Unit 6<br>What do you do?<br>  |
|---|--|---|---|
| <b>Vocabulary</b>                         | buildings: <i>house, apartment, tent, cave, boat, school, hospital, office, shopping mall, supermarket, post office</i><br>prepositions of place: <i>above, behind, between, in, in front of, next to, on, under</i> | jobs: <i>builder, bus driver, electrician, garbage collector, mail carrier, mechanic, plumber, blocks, faucet, pipe, screwdriver, tape measure</i><br>electricity: <i>lightning, plug, socket, turn off, unplug</i> | industry: <i>education, energy, farming, fishing, mining, tourism; economy, salary, staff</i><br>energy: <i>coal, hydroelectric, oil, solar, wind; renewable, non-renewable</i><br>verbs: <i>build, drive, fish, fix, help, teach</i> |
| <b>Language</b>                           | <i>Where's the hospital?<br/>The hospital is next to the school.<br/>Turn right. Go straight ahead. It's on the corner.</i>  | <i>This is the socket the electrician is fixing.<br/>These are the plumber's tools.<br/>That's the mail carrier's bicycle.<br/>Those are the builders' hard hats.</i>   | <i>What do you do?<br/>I work in the fishing industry.<br/>I buy and sell fish.<br/>Fishermen fish.<br/>Prefix dis-: <i>disappear, dislike, disagree</i><br/>I dislike winter because I enjoy hot weather.</i>                        |
| <b>Reading</b>                            | A dialog about a home; a story about living on a boat  | An interview with an electrician; a text about workers in our community; an essay about being a mail carrier  | Interviews about different jobs; texts about energy sources; a poem about jobs; a story about a fisherman   |
| <b>Writing</b>                            | An informational text about a village or city; a poster about a person who helps us  | A paragraph about the pros and cons of a job; a report about people who help you  | A persuasive paragraph about a job; a poster about respect  |
| <b>Speaking</b>                           | Describing home; discussion about the importance of helping others   | Discussion about different jobs; giving opinions  | Discussion about renewable and non-renewable resources  |
| <b>Listening</b>                          | Directions around a town   | A story about 3 cousins   | A poem about jobs; a story about 2 sisters  |
| <b>Phonics</b>                            | sound discrimination /f/, /v/: <i>fan, van</i>   | word stress in 2-syllable words   | sound discrimination: /i/, /e/: <i>tin, ten</i> ; /æ/, /ʌ/: <i>ran, run</i>   |
| <b>Life skills</b>                        | <b>Critical thinking:</b> the importance of helping others   | <b>Decision making:</b> jobs I want to do and why   | <b>Accountability:</b> job responsibilities<br><b>Collaboration:</b> pair work  |
| <b>Values</b>                             | <b>Independence</b><br><b>Participation</b>  | <b>Respect</b>  | <b>Respect</b>  |
| <b>Issues and challenges</b>              | <b>Loyalty and belonging</b>   | <b>Community participation</b><br><b>Appreciation of science</b>  | <b>Environmental responsibility</b>   |
| <b>Integrated cross-curriculum topics</b> | <b>Social studies:</b> places in town; giving directions   | <b>Social studies:</b> different roles in society; how science can improve people's lives<br><b>Math:</b> dividing numbers<br><b>Science:</b> electricity   | <b>Social studies:</b> renewable and non-renewable resources; sources of fuel<br><b>Math:</b> adding and subtracting fractions<br><b>Science:</b> forms of energy   |



# LET'S REMEMBER!

## LESSON 1

- 1  What can you see in the photo? Look and say

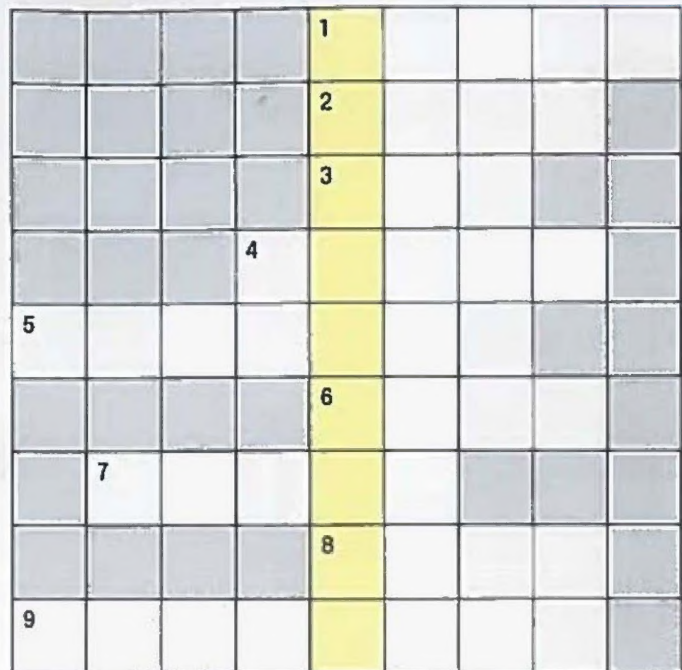


- 2  Read and match the questions and answers

- |                              |   |
|------------------------------|---|
| 1 How long is it?            | a It's 11 centimeters tall.             |
| 2 What would you like?       | b I visited the bazaar. I bought a bag. |
| 3 Where are you from?        | c It's on January 19th.                 |
| 4 What did you do yesterday? | d I'm from China. I'm Chinese.          |
| 5 How tall is it?            | e It's 1,000 meters long.               |
| 6 When's your birthday?      | f I'd like some water, please.          |



### 3 Look and write. What is the mystery word in yellow?



The mystery word is: \_\_\_\_\_

### 4 Look and write


bread, cereals and potatoes   fruit and vegetables  
milk and dairy products   meat and fish   sugar and fats



### 5 What is a healthy diet? Look and say



## LESSON 2

1  Read and order

**April** ☐

**March** ☐

**February** ☐

**September** ☐

**June** ☐

**December** ☐

**October** ☐

**July** ☐

**August** ☐

**May** ☐

**January** ☒

**November** ☐

2  Listen, answer and write



It's sunny





3



Look and write

| Simple present | Simple past |
|----------------|-------------|
| I <u>buy</u>   | I bought    |
| I _____        | I cooked    |
| I _____        | I went      |
| I _____        | I had       |
| I look         | I _____     |
| I play         | I _____     |
| I _____        | I saw       |
| _____          | I traveled  |
| I visit        | I _____     |
| I _____        | I worked    |

I went shopping. I bought a present for my mom.



4



Read and add the correct capital letters

hi! i'm shorouk! i live in alexandria. the

bibliotheca alexandrina is a big and famous

library in my city. yesterday it was sunny. my

family visited the park

at the montaza palace.





UNIT

1

Cairo, Egypt

I feel  
good



## In this unit I will ...

- listen, read, research, and write about foods and how to keep healthy.
- practice making sentences with *and* or *but*.
- talk about what I want to do.
- read and listen to a short story.
- distinguish long and short vowels.
- write instructions.
- research and make a presentation.



## Look, discuss, and share

Which fruits can you see in the picture?

What is your favorite fruit?



## Did you know?

Did you know that in Japan you can buy a watermelon that looks like a pyramid?



## Find out

Which fruits do people grow in Egypt?

Share your answers with your partner.





# LESSON 1

## FOOD AND DRINK

### 1 Listen and read

**Mom:** Lunch is ready. I made some special food for us.

**Maged:** Mom, it looks delicious!

**Mom:** Which food comes from our country, do you think?

**Maged:** I think we grow rice in Egypt.

**Mom:** Yes, that's right. What else?

**Maged:** Hmmm, I think we raise chicken in Egypt.

**Mom:** Yes, and tomatoes and onions. Egyptian farmers produce many things you see on this table. Let's eat!

**Maged:** Yum!



Mom and Maged



### 2 Listen again and answer the questions

- 1 What meal are they having?
  - a breakfast
  - b lunch
  - c dinner
- 2 What does the verb produce mean?
  - a To keep and feed chicken to get eggs and meat.
  - b To build houses for chicken to grow healthier.
- 3 What does Maged think about the food? \_\_\_\_\_





### Look and write

bananas chicken grapes mangoes milk  
onions potatoes rice sugar cane watermelon

1



chicken

2



3



4



5



6



7



8



9



10



### Listen, check, and say



### Find out

What other animals do farmers raise in Egypt?



### Ask and answer. Write in your notebook

What  
foods do  
we produce in  
Egypt?



We  
produce  
vegetables like...



# LESSON 2

## CLIL: SCIENCE

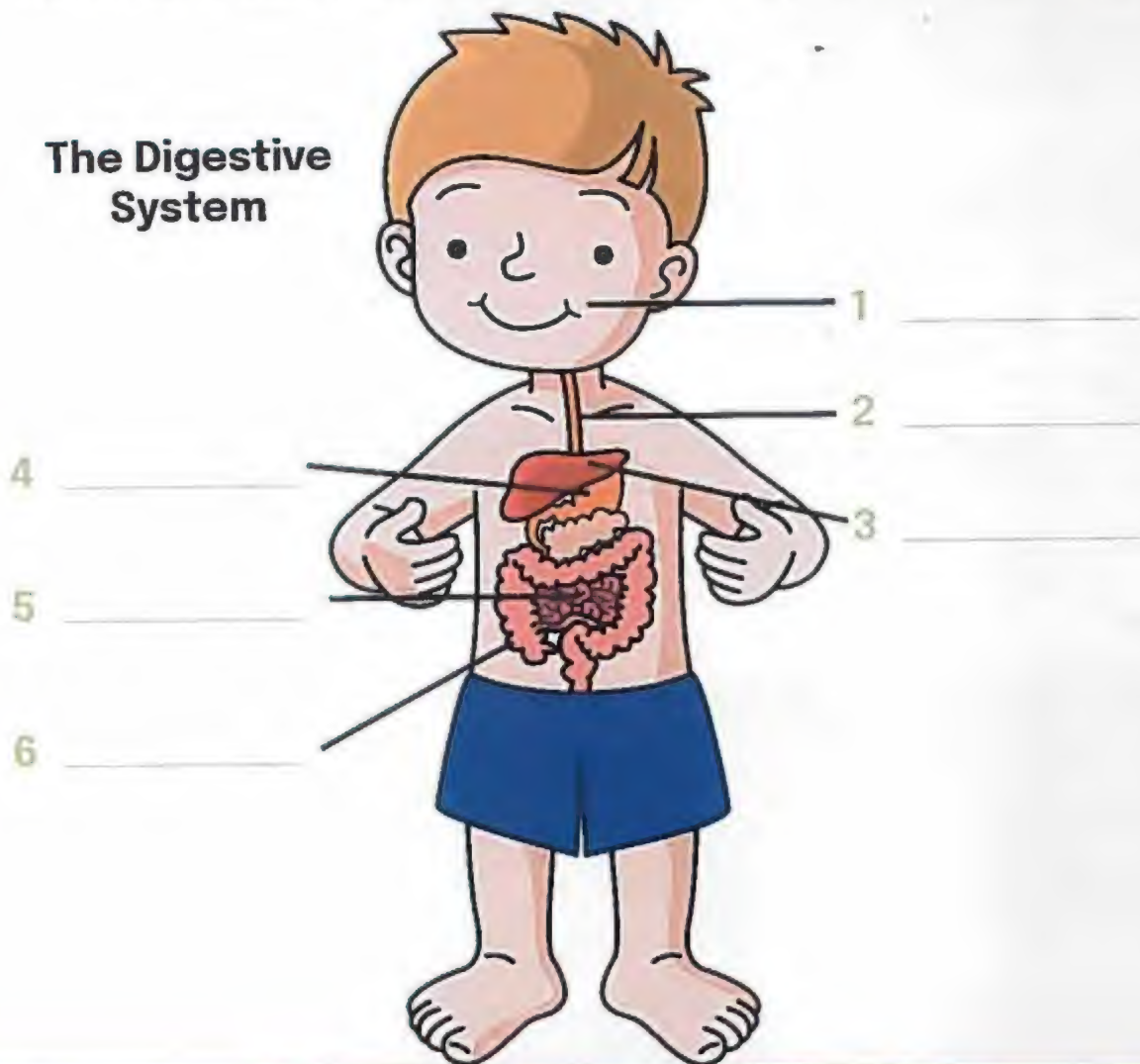
1  Work in pairs. Discuss this question

1 What happens in our body when we eat food?

2 Look, read, and label the body

- 1 The **esophagus** goes from the **mouth** to the **stomach**.
- 2 When the food moves from the esophagus to the stomach, the **liver** takes out the fats.
- 3 Food moves from the stomach to the **small intestine**.
- 4 The **large intestine** is around the small intestine. It takes water and salt from food for the body. It removes **waste**.

The Digestive System





3



## Read and complete

mixes liquid teeth nutrients eat

## When we eat ...

We use our digestive system to digest what we 1 eat and drink. We put food in our mouths. We chew food with our

2

Then the food goes down the esophagus. It arrives in the stomach. In the stomach, the food 3 mixes with a special liquid.

3

The 4 stomach changes the food into energy and

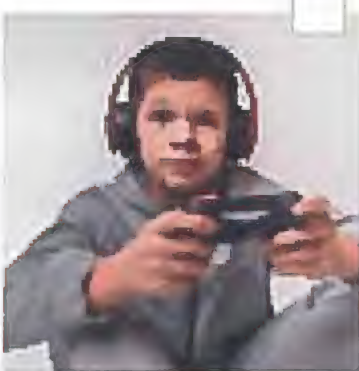
5

. We need the energy and nutrients in our body.



## 4 How can we have a happy digestive system? Circle the healthy things

a



b



c



d



e





**5 Look and match the descriptions to the words**

- |             |   |
|-------------|---|
| 1 pump      | a This is a <b>muscle</b> under the lungs.        |
| 2 nose      | b To move quickly from one place to another.      |
| 3 lungs     | c To take in oxygen and give out carbon dioxide.  |
| 4 diaphragm | d This is in the center of the face.              |
| 5 breathe   | e We have two of these. They are inside the body. |

**Did you know?**

In our bodies, the right lung is larger than the left lung.



## 6 Read the text and put the sentences in the correct order

### Our respiratory system

We use our **respiratory system** when we **breathe**.  
We need oxygen in our bodies.

We breathe in air through our mouth and nose. Our diaphragm goes down. It pulls air into our lungs.

In the lungs, the oxygen from the air goes into our blood. Our heart **pumps** this blood around our body. The diaphragm goes up. It pushes air with **carbon dioxide** out of our lungs. We breathe out.

- ☐ The diaphragm pulls air into our lungs.
- ☐ The diaphragm moves up and pushes the air out of our body.
- ☐ The heart pushes the blood around our body.
- ☒ 1 We breathe through our mouth or nose.
- ☐ The diaphragm goes down.
- ☐ When the air arrives in our lungs, the oxygen goes into our blood.



## 7 How can we have a healthy respiratory system?

### Look and match

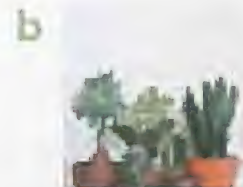
1 Stay away from smoke.



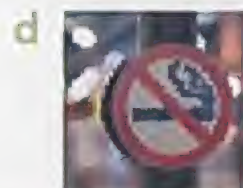
2 Exercise.



3 Put plants in your house.



4 Drink plenty of water.






## LESSON 3

1  Work in pairs. Discuss these questions

- 1 Do you think you are healthy?
- 2 What healthy things do you do?

2  Listen to Adam, Dareen, and Judy talking about being healthy. Label the photos



3  Listen again and answer the questions

- 1 Who never drinks cola? \_\_\_\_\_
- 2 Who plays football? \_\_\_\_\_
- 3 Who doesn't eat candy? \_\_\_\_\_



#### 4 Listen again and complete the sentences with *and* or *but*

- 1 I don't eat candy, \_\_\_\_\_ I like fruit.
- 2 I drink cola, \_\_\_\_\_ I want to drink more water
- 3 I play basketball \_\_\_\_\_ I play football in the park.
- 4 Dad is a scientist \_\_\_\_\_ he likes looking at animals and plants.
- 5 It's very interesting, \_\_\_\_\_ it's very hot sometimes!
- 6 I love burgers, \_\_\_\_\_ I only eat one a week.

### LANGUAGE FOCUS

We use *and* to add two ideas together:

I eat vegetables **and** I exercise.



We use *but* to contrast two ideas:

I want to play football, **but** I hurt my leg.



#### 5 Write sentences with *and* or *but* about how you are being healthy. Share your sentences with a partner

I practice basketball twice a week, and I walk home from school every day.

I love playing video games, but I only play them once a week.



**6 Read the health problems. Circle the correct answer a or b**

- 1 Your friend has a **burn** on his/her hand.

- a Hold the hand under cold water for 10 minutes.
- b Put butter on the burn.



- 2 Your cousin cannot breathe. She is coughing

- a Hit her on the arm.
- b Hit her on the back.



- 3 Your brother **sprained** his foot.

- a Ask him to jump.
- b Press a cold bag of ice on his foot.

**Think!**

Why is it important to know about first aid?

**Sprain (v):** to twist one of the body joints



7



Look, listen, and say



scrape



band-aid



gloves

8 Read and put the instructions in the correct order

How we can help

- ☐ Ask them to sit down.
- ☒ 1 Someone falls over and cuts their leg. Be a kind friend.
- ☐ The next day, wash the scrape with soap and water again. **Redo** the band-aid.
- ☐ Put on gloves.
- ☐ Wash the scrape with water and soap.
- ☐ Put on a band-aid.



9



Listen and complete the instructions to help someone with a nosebleed

- 1 Someone has a nosebleed. Be a kind friend.
- 2 \_\_\_\_\_.
- 3 \_\_\_\_\_.
- 4 Hold their \_\_\_\_\_.
- 5 Ask them to \_\_\_\_\_ through their mouth.
- 6 Continue pinching the nose for 5-10 minutes.



pinch nose



Find out

What is usually in a first-aid kit?